



TITLE
**A SELF-ESTEEM AS BIG AS
THE STATUE OF LIBERTY**



AUDIOVISUAL RESOURCE
Video "Shat-Shoes of Liberty"
<https://smarturl.it/xlbinv>

TOPIC
Identification and emotional expression,
self-esteem and creativity

SUBJECTS
English as a foreign language

SCHOOL CONTEXT
Bilingualism

RECOMMENDED AGE
From 8 to 10

SUMMARY
The Statue of Liberty goes to a shoe store looking for shoes that fit her size. At first, he realizes that there is nothing that fits her size, since all the shoes are small and her feet are too big; however, the cobbler doesn't give up until he finds something that fits and makes her feel comfortable.

THEORETICAL BASIS: We are all different. Each person has their own individual characteristics that make them different from the rest, and these differences bring great wealth to society. Being different makes us unique, special and unrepeatable; despite the fact that sometimes we experience an internal conflict for this reason, especially at an early age, in which young people try to resemble the people in their closest environment, generally their equals (friends, classmates).

Recognizing the value of differences, both their own and those of others, is a key factor for the correct development of self-esteem and self-concept; In addition, it is a factor that promotes respect for the other.

PURPOSE: This activity emerges from the need to appreciate diversity in all its variants from an early stage. Knowing oneself is fundamental to establishing a healthy and positive relationship with ourselves and with others. To do this, we must know how to appreciate all those characteristics that make us different from the rest in one way or another.

The beginning of this proposal starts with the visualization of a video entitled Shat-Shoes of Liberty (National Geographic Kids), in which the statue of liberty appears in a shoe store to find a shoe that fits her size. Through this situation, we will work on the English vocabulary related to clothing and the qualities it can have (color, texture, fabric...), the emotions that can be seen in the visual itself (surprise, sadness, happiness...), and we will reflect on diversity.

During the dynamics that will take place, creativity will be promoted at the same time as the use of the English vocabulary learned, and the knowledge of oneself, taking into account the characteristics that distinguish us and their value. All this is framed in a context of recognition, acceptance, respect and mutual appreciation by all members of the classroom.

LESSON PLAN

Stage 1: In his shoes

The teacher will begin the session by directly presenting the video Shat-Shoes of Liberty (National Geographic Kids) without presenting the theme or communicating to the students the theme on which we are going to work, since we will try to extract it together through reflection.

Now we are going to see a very curious video, pay attention and be very attentive to the facial expressions of the characters and the plot.

Once the students have seen it, the teacher asks some questions to infer the theme of the work and reflect on what they have observed.

What has happened in this fragment? What has caught your attention?, How do you think the shoe-maker felt when he saw the statue? What is the statue's foot like? How did the statue feel at first when he saw that his feet were different from those of the rest? How did the statue feel at the end of the video? Have you ever experienced a similar situation? How

did you feel? Do you think you have some characteristic that sets you apart? Do you think these differences are valuable?

NOTE TO TEACHERS: The questions that have been asked above are merely an indicative example.

Stage 2: Designing our clothes

In this second phase, we will become clothing designers, but first, we will do a brainstorming by writing down all the types of clothing that come to mind on the board to work on the vocabulary together. After that, we will inform the students that they must choose one of these elements (sneakers, shirt, t-shirt, dress, coat, jacket,...) and design it as creatively as they want and like. To make the design, each student will take a piece of white paper/cardboard, draw the element and decorate it and give their creation a title.

With the designs already created, we will make a brief oral presentation exposing them, so that each student has the opportunity to describe it with simple and straightforward phrases, show their design proposal and receive feedback from their classmates and teachers.

As it is a small exposure in a foreign language, it is essential to offer a time for students to think about what they want to communicate and how.

When all the students have shared their creation, the teacher asked several questions to reflect on the practice.

What do you think of this activity? Were there the same type of clothes? Were there the same designs? Why, although the clothes could be the same, the designs were different? Are you the same? Do you have characteristics in common? Do you have different characteristics from the rest? Do you think it is positive that we have created different designs? Why? Do you think it is positive that we all have something different from the rest? Why?

NOTE TO TEACHERS: The questions that have been asked above are merely an indicative example.

Stage 3: In my shoes

In the third and last phase, we are going to focus our attention on our own characteristics (not only physical, but also in relation to personality, way of being,...). Therefore, it would be convenient to review the adjectives in English to describe a person, both linked to a physical description (tall, short, red-haired,...) and to a description of a psychological nature (kind, observant, attentive, careful...).

Thus, we will ask the students to turn over the sheet of paper/cardboard that they have used for the design of their garment and draw a medium-sized circle in the center of the sheet of paper. In the circle they will write at least one characteristic that they consider makes them different. Outside the circle, they will write at least one other characteristic that they think they share with one or more classmates.

NOTE TO TEACHERS: It is positive that the teacher participates in the activity and also writes its characteristics, so that later, they can be the first to share it to break the ice.

With the task completed, it is time to share our characteristics with others and be aware that we share many more of them than we think, and those that we do not share, add value and richness to the classroom. The dynamics will be the following: a student will stand up and say their characteristic out loud, if a classmate shares it with him or her, they will also stand up; students who do not share it will be able to raise their hand to make a comment about why they think that feature enriches the classroom. If the teacher participates, it will be a good introduction for the activity that he or she starts the dynamic.

Example: Luis says that his characteristic that makes him different is that he is able to hear very small sounds and thus, he always knows everything. Marta and Jorge get up because they also consider that they have that characteristic. The rest of the class

stays seated because they don't share it, but Clara and Diego have their hands up because they want to share with the others that this quality is great because they can hear.

NOTE TO TEACHERS: It would be convenient to encourage students to use English at all times despite the fact that they make mistakes. However, you can be flexible when sharing.

NEXT STEPS

To continue working on the value of differences, students can watch, either in the classroom or at home, the video: Rainbow of insects (National Geographic Kids). Through this video, identification and emotional expression with the characters can be developed (fear, in the girl with the grasshoppers; sadness, the boy who drops the ice cream; happiness, the ants eating) as well as the association of certain situations of everyday life with emotions.

From the area of foreign language (English) the vocabulary about colors, animals, and to a lesser extent, food; and also from grammar, the present simple and the verb to be (is/are). However, there is a close connection with other areas such as natural science (animals and their environment) and Spanish language and literature.

Activity designed by: Teresa Hidalgo Méndez